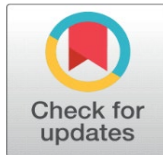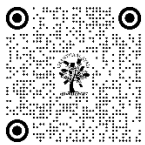# EMOTIONAL INTELLIGENCE AND MORAL JUDGEMENT OF CHILDREN: ROLE OF HOME ENVIRONMENT

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ABSTRACT

The home environment is the most crucial factor in fostering children's development of trust, attitudes, and skills necessary for learning and positive engagement with the world. Home environment refers to the psychosocial climate of the home as given by the parents. It means whether the parents are child oriented, child respecting, take into account what the child actually needs. The goal of the research study is to assess the influence of home environment on the development of emotional intelligence and moral judgement of children. Total sample included 300 boys and 300 girls of age 8 to 12 years. The scales used were Home Environment Scale by Reena Sharma and Vibha Nigam, Multifactor Emotional Intelligence test by Vinod Kumar Shanuwal and Moral Judgement Test by Durganand Sinha and Meera Verma. Analysis of the data was done using descriptive statistics (Mean and Standard Deviation) and 3-way ANOVA. The results of the study revealed that emotional intelligence was higher in children coming from good home environment than children coming from poor home environment. Boys achieved significantly higher emotional intelligence than girls and girls revealed higher moral judgement than boys. Further home environment failed to influence moral judgement.

Keywords: Emotional Intelligence, Home Environment, Moral judgement.

1. INTRODUCTION

Heredity and environment are the two major factors which control human development. Environment is an umbrella term which includes infrastructure and all other components that could contribute in the holistic development of the child.

The home environment encompasses the conditions in which a person lives, spends a significant amount of time, and feels generally at ease. It is often regarded as a sanctuary and a source of safety. Home plays a crucial role in one's life, primarily offering emotional support and partially providing physical comfort. It is an environment characterized by affection and security. For children, the home is the most critical environmental factor in fostering trust, attitudes, and skills necessary for positive engagement with the world. The greatest advantage of a supportive home environment is the sense of security that comes from having a space largely within one's control. Conversely, an unhealthy home environment can leave children feeling powerless and expose them to toxic, unsupportive, or even abusive individuals. Key factors such as the emotional bond with the child, the relationship between partners, the family's financial stability, and the presence of a stimulating learning environment are vital to a child's development. The home environment significantly influences the development of a child's emotional intelligence and moral judgment, among other aspects.

EMOTIONAL INTELLIGENCE

Recent decades have seen a large interest in the notion of emotional intelligence. Emotional intelligence refers to the skill in perceiving emotions of not only one's own but of others as well. Emotional intelligence is the capableness of understanding and managing emotions in a healthy manner so as to relieve stress. It also includes the ability to empathize, communicate effectively, taking on challenges, being flexible and handling criticism effectively. Emotionally intelligent individual display traits such as resilience, self- awareness, social awareness, optimism and ability to manage relations.

MORAL JUDGEMENT

Moral Judgement involves evaluating or forming opinions about whether a concept, idea, activity, goal, mentality trait, against a standard of good. It is the process of determining the rightness or wrongness of something based on personal feelings rather than legal standards. Moral judgment is often shaped by one's religious background and upbringing.

Morality evolves throughout a person's life and is influenced by experiences and behavior in response to moral issues during various stages of physical and cognitive development.

Kumari P. and Khadi P. (2015) analyzed the moral judgment of 13 to 16 years old. They also studied relationship between moral judgment and emotional intelligence among 72 adolescents. The adolescents were from taluka Dharwad, Karnataka from government as well as private schools of urban and rural region. Pronounced positive association was observed between moral judgment and emotional intelligence, with no significant association found between moral judgment and age or gender.

Irfan S. and Kausar R. (2018) explored reported that moral judgment and emotional intelligence were positively correlated. Further, by regression analysis they concluded that EI can successfully predict the fourth stage of morality i.e. law and order as propounded by Kohlberg. Additionally, the interaction between moral judgment and emotional intelligence significantly predicted the stage two of level one i.e. preconventional morality. Boys and girls did not differ markedly on moral judgment and emotional intelligence.

Kaur K. (2019) investigated the critical thinking of adolescents, considering home environment and emotional intelligence as independent variables. Most components of emotional intelligence were strongly correlated with critical thinking.

Singh B. and Sagar P. (2019) from this study it was reported that home environment had a profound impact on the development of emotional intelligence. Boys and girls revealed similar levels of emotional intelligence and home environment. The factor of sex and home environment did not interact significantly.

SIGNIFICANCE OF STUDY: The nature and number of challenges have increased due to globalization. Family which plays an important role in the holistic development of children is undergoing structural, emotional and interactional transformations. The environment of the home is dependent on the personality traits of the parents and other members. The contributions of mothers in shaping the personality of their child cannot be ignored. But an unprecedented number of women are entering into the world of work either due to necessity or in search of identity. This has led to altered child rearing goals and practices. The current study is designed to assess the role of home environment and mothers working situation on the emotional intelligence and moral judgement of children.

2. OBJECTIVES

- To assess the home environment, emotional intelligence and moral judgement of children of age 8-12 years of working and non-working mothers.
- To examine the impact of home environment, working mother/non-working mother and gender on the development of emotional intelligence.
- To assess the impact of home environment, working mother/non-working mother and gender on the development of moral judgement.

3. METHODOLOGY

SAMPLE

600 children of age 8-12 years were selected randomly across the various schools and neighborhood areas located in Nagpur city. Of the 600, 300 were boys and 300 were girls. And of the 300 girls, 150 were girls of working mothers and

the remaining 150 girls were of non-working mothers. The same way the boys were also selected. Hence the sample was selected purposively and randomly.

TOOLS: Following standardized psychological tests with reliability and validity were used to collect the data.

- Home Environment Scale by Reena Sharma and Vibha Nigam
- Multifactor Emotional Intelligence Test by Vinod Kumar Shanuwal
- Moral Judgement Test by Durganand Sinha and Meera Verma

VARIABLES
INDEPENDENT VARIABLES

- Home Environment
- Gender
- Working mother vs non-working mother

DEPENDENT VARIABLES

- Emotional Intelligence
- Moral Judgement

HYPOTHESES

- Emotional intelligence will be significantly achieved more by children coming from good home environment than children coming from poor home environment.
- Significantly emotional intelligence will be achieved more by children of working mothers than that of non-working mothers.
- Girls will be significantly higher on emotional intelligence than boys.
- Children of good home environment will exhibit significantly higher level of moral judgement than that of children of poor home environment.
- Children of working mothers will be significantly higher on moral judgement than children of non-working mothers.
- Moral judgement of girls will be significantly higher than boys.

**RESEARCH DESIGN:** A balanced 2 × 2 × 2 design was used.

4. FINDINGS AND DISCUSSION

Descriptive statistics i.e. mean and SD was employed at the first stage for analysis. The computed values are shown in table- 1

Table-1 : Home Environment, Emotional Intelligence and Moral Judgement of children of age 8-12 years (Mean and SD)

Sr. No.	Variables	Working Mothers		Non-working Mothers	
		Boys	Girls	Boys	Girls
1.	Home Environment	M=271.31	273.97	284.91	276.15
		SD=2.77	4.8	1.92	3.98
2.	Emotional Intelligence	M=451.46	453.05	498.41	482.47
		SD=6.67	6.69	3.26	7.07
3.	Moral Judgement	M=32.71	32.19	27.91	30.73
		SD=8.22	7.44	3.94	7.32

The results are displayed graphically in figure- 1

Figure- 1 Mean values of Home Environment, Emotional Intelligence and Moral Judgement
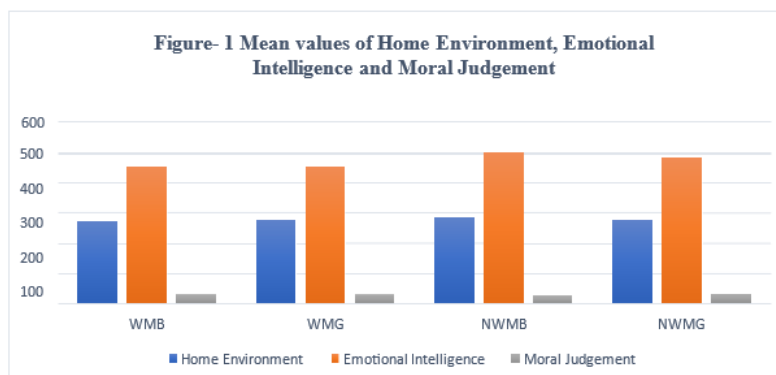
From table 1, it is seen that there are differences in the mean values of emotional intelligence of both boys and girls of working mothers as well as of non-working mothers. Similarly, difference is seen in the mean values of moral judgement of both boys and girls of working and non-working mothers.

As the study intended to study the impact of gender, maternal employment and home environment on the development of emotional intelligence and moral judgement, the subjects were classified into 8 groups as follows:

A1 B1 C1 – Good home environment, working mother's boys

A1 B1 C2 - Good home environment, working mother's girls

A1 B2 C1 – Good home environment, non-working mother's boys

A1 B2 C2 - Good home environment, non-working mother's girls

A2 B1 C1 – Poor home environment, working mother's boys

A2 B1 C2 - Poor home environment, working mother's girls

A2 B2 C1 – Poor home environment, non-working mother's boys

A2 B2 C2 – Poor home environment, non-working mother's girls

The mean and S.D.'s of the eight classified groups for the two dependent variables i.e. Emotional intelligence and moral judgement is displayed in table 2.

Table -2 Mean and SD of Emotional Intelligence and Moral Judgement of children of age 8-12 years

Sr. No	Variables	A1B1C1	A1B1C2	A1B2C1	A1B2C2	A2B1C1	A2B1C2	A2B2C1	A2B2C2
1.	Emotional Intelligence	M=451.2	455.007	501.89	482.85	451.72	451.03	494.93	482.09
		SD=5.44	6.27	3.89	6.33	8.25	7.29	2.23	8.10
2.	Moral Judgement	M=33.36	33.29	27.97	29.91	32.07	31.09	27.84	31.55
		SD=7.97	7.01	3.94	6.87	8.46	7.73	3.97	7.71
		N = 75	N = 75	N = 75	N = 75	N = 75	N = 75	N = 75	N = 75

Examination of means and S.D's obtained by the 8 classified groups' shows that the distribution of the scores is normal. This could be verified from the S.D.'s associated with the mean scores. Hence the data can be subjected to parametric statistics.

Emotional intelligence: It is seen that group A1 B1 C2 has revealed highest emotional intelligence and group A2 B1 C1 has revealed relatively the lowest scores. These two groups are totally different with respect to home environment, maternal employment and gender. To assess whether the differences are significant or not, the data was subjected to 3-way ANOVA.

Table -3 Complete Summary of 3-way ANOVA of Emotional Intelligence

Source of variation	SS	df	MSS	F
A: Home Environment (Good vs Poor)	1184.41	1	1184.42	92.82 **
B: Maternal Employment (Working Vs Non-working)	218771.41	1	218771.4	17172.01 **
C: Gender	7725.68	1	7725.68	606.41 **
A x B	165.37	1	165.37	12.98 **
A x C	25.22	1	25.22	1.98
B x C	11519.40	1	11519.40	904.19 **
A x B x C	1085.41	1	1085.41	85.20 **
ESS (within)	1491153.28	592	2518.84	
Total	1731630.20	599		

** Significant at 0.01 level

Factor A represents home environment varied at two levels. It has yielded a F-value of 92.82 for df 1 and 592, the F value is highly significant (p <0.01). This highly significant F value clearly denotes that the two groups classified on the basis of home environment differ significantly on the measure of emotional intelligence. When the F value was examined with reference to the relevant mean scores, it was seen that when the other two factors were constant, the subjects coming from good home environment revealed higher levels of emotional intelligence than subjects belonging to poor home environment.

The second factor of working versus non-working mothers yielded a highly significant F value (F= 17172, df 1 & 592, p <0.01). This means the factor of working and non-working status of mother brought out significant differences. When

the means were examined of both groups, it is seen that the children of non-working mothers exhibited higher levels of emotional intelligence than the children of working mothers.

The third factor gender yielded a significant F value (F= 606.41, df 1 & 592, p <0.01). When the F value is examined with reference to the mean scores, it is observed that the boys revealed significantly more emotional intelligence than girls. Interaction A x B is significant (F= 12.98, df 1 & 592, p <0.01). This means the factor of home environment and maternal employment status functioned in collaboration with one another. Interaction effect B x C is highly significant (F= 904.19, df 1 & 592, p <0.01). So also, interaction effect A x B x C (F= 85.20, df 1 & 592, p <0.01). In sum, it can be stated that the development of emotional intelligence is mainly a function of home environment and maternal employment status as well as gender.

Mishra & Ranjan (2008) from their study on emotional intelligence as related to self-esteem of adolescents, reported that boys were significantly higher on emotional intelligence than girls. Arora, Badaya & Bhatnagar (2009) reported that children of home makers had higher emotional quotient than children of working mothers. Sharma & Bandhana (2010) communicated that home environment has significant impact on emotional intelligence. The results of the present study are in congruence with the earlier studies.

Table -4 Complete summary of 3 Way ANOVA for Moral Judgement measure:

Source of variation	SS	df	MSS	F
A: Home Environment (Good vs Poor)	37.00166667	1	37.00	2.90
B: Maternal Employment (Working Vs Non-working)	1475.801667	1	1475.80	115.84**
C: Gender (Boys vs Girls)	198.375	1	198.38	15.57**
A x B	234.38	1	234.38	18.40**
A x C	7.04	1	7.04	0.55
B x C	418.33	1	418.33	32.84**
A x B x C	67.33	1	67.33	5.28*
ESS (within)	28250.805	592	47.72	
Total	30689.06	599		

*Significant at 0.05 level, **Significant at 0.01 level

Examination of above table reveals that the factor of maternal employment is associated with the F value 115.84 which for df 1 & 592 is highly significant. When the means were studied, it was seen that children of working mothers revealed relatively higher levels of moral judgement than children of home-makers. The children of working mothers face more dilemmas in the absence of the mother, and therefore learn to make moral judgements.

The factor of gender also yielded significant F value (F= 15.57, df 1, 592, p <0.01). Girls revealed higher scores on moral judgement than boys. The interaction effect A x B x C yielded a significant F value (F= 5.28, df 1 & 592, p <0.01). Though home environment failed to bring about significant impact on moral judgement, it can be stated that moral judgement is a function of gender, home environment and mother's employment status.

Morality is inherent in the psyche of every individual and is influenced by various internal psychological and external social factors. It was assumed that moral judgement will be significantly higher in children coming from good home environment than children coming from poor home environment. This assumption was not supported. Benjamin B. M. (2011), from his study on home environment; high, moderate and low and moral judgment reported that family environment failed to impact moral judgement. The hypothesis that moral judgement will be significantly achieved more by children of working mother's than the non-working mothers was strongly supported by the findings of the study. Mothers who are employed set the tone of the home in a manner where, the decisions are to be taken cognitively and promptly.

Juneja (1981) reported that children of working mothers were more independent, adjusted and well-behaved. In the present study, girls revealed significantly higher moral judgements than boys. Sucharita R (2012) conducted a study of moral judgement of higher secondary students and found that that sex has no influence on moral judgement of students.

5. CONCLUSION

- The development of emotional intelligence is a function of home environment, mother's employment status and gender of the child.
- Home environment failed to influence moral judgement.
- Significantly, children of working mothers revealed higher level of moral judgement than children of non-working mothers.
- Girls revealed significantly higher moral judgement than boys.

6. RECOMMENDATIONS

- All schools should have counselors who can help parents to understand their child's emotional needs and thereby provide effective parenting techniques.
- Departments of human development should organize workshops, street plays for the public for the overall development of the children.

SUGGESTIONS

- Inter correlational study between emotional intelligence and home environment can yield significant results.

CONFLICT OF INTERESTS

None

ACKNOWLEDGMENTS

None

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